**Learning Goals for the M.S. in Counseling**

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| What are the learning objectives? | How, where, and when are they assessed? | What are the expectations? | What are the results? | Committee/ person responsible? How are results shared? |
| 1. Candidates will display the required academic preparation and professional dispositions necessary to succeed in the graduate program in Counseling and Student Development. | How:  Admission Rating Sheet  Where:  Department of Counseling and Student Development  When:  During Admission Process | 1. Top Scores in GPA, Experience, References, Writing Sample, and Group Interview rubric | Spring 2018 Admissions:  (beginning admissions Summer or Fall 2018)  **School Counseling**  Expectation 1:  23 Total Applicants Applied  23 Invited to Interview  Expectation 2:  19 Accepted for Admission  \_4 Denied Admission  \_0 Withdrew Admission  **Clinical Counseling**  Expectation 1:  39 Total Applicants Applied  39 Invited to Interview  Expectation 2:  22 Accepted for Admission  17 Denied Admission  \_2 Withdrew Admission | Counseling Admission Committee will compute composite scores and select the top 15 scores for admission.  Each admitted student will be tracked to compare admission score to performance in the program. |
| 2. Candidates will display evidence of a depth of content knowledge.  3. Candidates will display evidence of maintaining professional dispositions. | How:  1) Overall GPA  2) Assessment Rubrics -  Where:  2) Fall: CSD 5500, 5510, 5520, 5530, 5600, 5640, 5942  Spring: CSD 5600, 5620, 5630, 5900, 5920, 5930/5940, 5960, 5970, 5980, 6900/20  3) Comprehensive Exam  4) School Licensing Exam  5) Clinical Licensing Exam (NCE)  When:  1) Student Review (Fall and Spring)  How:  Student Review Rubric  Where:  Department of Counseling and Student Development  When:  Every Semester (Student Review Conference) | 1) Maintain overall 3.0 or higher GPA  2) 80% of students surveyed indicate course objectives were met - rating each objective at an average of 4 out of 6  3) 90% Pass rate  4) 90% Pass rate  4) 90% pass rate on exam  Meet expectations as established by Rubrics | **1) Overall GPA:** No student was asked to leave due to low GPA  **2) Assessment Rubrics:**  **CSD 5500: Research Methods** – Data was lost.  **CSD 5510: Professional Orientation**  Knowledge of history and philosophy- 94.1% agree  Awareness of process and resources- 94.1% agree  Application of culturally relevant aspects- 94.1% agree  Overall objectives were met- 94.1%  **CSD 5520: Theories of Counseling**  Knowledgeable of application of theories- 87.5% agree  Surveyed theories and theoretical process- 93.8% agree  Application of culturally relevant aspects- 75% agree  Overall objectives were met- 87.5% agree  **CSD 5530: Basic Counseling Skills**  Knowledgeable of application of theories- 96.6% agree  Awareness of helping process- 96.6% agree  Application of culturally relevant aspects- 89.7% agree  Overall objectives were met- 96.6% agree  **CSD 5600: Cross-Cultural Counseling**  Knowledgeable of impact on culturally different clients- 95.8% agree  Awareness of own culture- 95.8% agree  Application in culturally diverse society- 95.8% agree  Overall objectives were met- 95.8% agree  **CSD 5610: Human Development for Counselors**  Knowledgeable of life-span theories- 100% agree  Ability to help through developmental issues- 90.9% agree  Application of culturally relevant theories- 81.8% agree  Overall objectives were met- 90.9% agree  **CSD 5620: Group Counseling**  Knowledgeable of group counseling- 100% agree  Ability to provide group counseling- 100% agree  Application of facilitating groups- 100% agree  Overall objectives were met- 96.3% agree  **CSD 5630: Practicum**  Knowledgeable of professional identity- 100%  Demonstrate appropriate procedures- 88%  Application of counseling style- 84%  Overall objectives were met- 92%  **CSD 5640: Play Therapy**  Knowledgeable of play therapy models- 100%  Understanding of crisis interventions- 100%  Develop new strategies- 100%  Overall objectives were met- 90%  **CSD 5900: Appraisal**  Knowledgeable of assessment and evaluation instruments- 81.8%  Understanding of test reliability- 81.8%  Application of various models- 68.1%  Overall objectives were met- 73%  **CSD 5920: Career Counseling**  Knowledgeable of career theory- 100%  Awareness of career counseling- 91.6%  Application of culturally relevant career models- 83.3%  Overall objectives were met- 91.6%  **CSD 5930: Foundations of Clinical Mental Health Counseling**  Knowledgeable of prevention and intervention standards- 100%  Demonstrate competency of written skills- 100%  Understanding of legal standards- 100%  Overall objectives were met- 100%  **CSD 5400: Special Topics in Clinical Counseling**  Knowledgeable of principles- 100%  Awareness of assessment, diagnosis, and treatment- 100%  Understanding of emergency management system- 90.9%  Overall objectives were met- 100%  **CSD 5942: School Counseling: Collab., & Consultation**  Knowledge of family-school-community collaboration- 100%  Awareness of school and community teamwork- 91.6%  Apply allied culturally relevant evidence- 91.6%  Overall objectives were met- 91.6%  **CSD 5943: Foundations and Mtg. of School Counseling Program**  Knowledgeable of history and current trends- 100%  Awareness of counseling process- 100%  Application of culturally relevant models- 100%  Overall objectives were met- 92.9%  **CSD 5960: Family Counseling**  Knowledgeable of family interventions- 100%  Awareness of family counseling situations- 100%  Application of culturally relevant characteristics and needs- 87.5%  Overall objectives were met- 100%  **CSD 5970: Addictions Counseling**  Knowledgeable of counseling strategies- 50%  Understanding of impact of chemical dependency- 70%  Awareness of ethical issues- 70%  Overall objectives were met- 40%  **CSD 5980: Clinical Diagnosis and Treatment Planning**  Awareness of disorders in DSM- 100%  Application of psychotherapy and environmental factors- 94.1%  Knowledgeable of latest treatments- 88.2%  Overall objectives were met- 94.1%  **CSD: 6900, 6920: Supervised Clinical Experience**  Knowledgeable of effective and ethical counseling strategies- 91.6%  Awareness of effective strategies- 88.8%  Application of various counseling strategies- 91.6%  Overall objectives were met- data lost  **CSD 6920,21,22 – Supervised School Experience – data lost**  **3) Comprehensive Exam: This exam is for both Clinical and School Counseling Students**  100% Pass  0% Fail  **4) School Licensing Exam:**  100% Expectations Met  0% Expectations Not Met  **5) Clinical Mental Health Exam ( NCE): (N=10)**  **Clinical Mental Health Counseling NCE Exam Results (Fall 2017)---Mean Scores**   |  | | --- | |  | | **CACREP**  **Areas** | 2016 | 2017 | | **Human Growth & Development** | 9.33 | 8.10 | | **Social & Cultural Diversity** | 8.11 | 7.9 | | **Helping Relationships** | 26.00 | 24.4 | | **Group Work** | 12.44 | 11.2 | | **Career Development** | 11.44 | 11.9 | | **Assessment** | 13.56 | 11.7 | | **Research & Program Evaluation** | 8.67 | 9.9 | | **Professional Orientation & Ethical Practice** | 23.11 | 22.8 | | **Total** | **112.70** | **107.9** |   **Clinical Mental Health Counseling NCE Exam Results (Fall 2017)---Mean Scores**   |  | | --- | |  | | **Counselor Work Behavior Areas** | 2016 | 2017 | | **Fundamental Counseling Issues** | 21.00 | 20.10 | | **Counseling Process** | 35.33 | 31.80 | | **Diagnostic & Assessment Services** | 16.44 | 14.7 | | **Professional Practice** | 24.67 | 25.6 | | **Professional Development, Supervision, and Consultation** | 15.22 | 15.7 | | **Total** | **112.70** | **107.9** |     **1) Fall 2017**  **School Counseling:**  26 Good Standing  \_1Concern  **Clinical Counseling:**  28 Good Standing  \_1Concern  **2) Spring 2018**  **School Counseling:**  27 Good Standing  \_0 Concern  **Clinical Counseling:**  26 Good Standing  \_3 Concern | The data for Learning Objective 2 will be collected by the Department Chair and summarized for review (see end of report).  The data for Learning Objective 3 is collected during Student Review (Fall/Spring).  Students identified for the first time receive a warning and participate in an informal discussion with their advisor. Students identified a second time enter a formalized retention process targeting needed change. |
| 4. Candidates will display evidence of effective critical thinking and problem solving skills. | How:  Assessment Rubric  Where:  1) Fall: CSD 5510, 5530, 5610, 6900-01-02, 6920-21  2) Spring: CSD 5620, 5630, 6900-01-02, 6920-21 | 80% surveyed indicate all objectives were met by rating each objective at an average of 4 out of 6 | See course evaluations under 2 | The data for Learning Objective 4 will be collected by the Department Chair and summarized for review (see end of report). |
| 5. Candidates will display evidence of effective oral and written communication skills. | How:  Assessment Rubric  Where:  1) Fall: CSD 5500, 5510, 5600, 5640, 5960, 6900-01-01, 6920-21  2) CSD 5600, 5630, 5900, 5920, 5960, 5980, 6900-01-02, 6920-21 | 100% surveyed indicate all objectives were met by rating each objective at an average of 4 out of 6 | See course evaluations under 2 | Students are surveyed each semester to determine if course objectives are met.  Results are collected by the Department Chair and summarized for review. |
| 6. Candidates will display evidence of advanced scholarship through research and/or creative activity. | How:  Research Rubric  When:  First Year, First semester  (CSD 5500) | 100% surveyed indicate all objectives were met by rating each objective at an average of 4 out of 6 | **CSD 5500: Research Methods** – Data was lost. Faculty evaluations for both sections were positive. | Students are surveyed each semester to determine if course objectives are met.  Results are collected by the Department Chair and summarized. |
| 7. Overall candidates will perceive program is helping them prepare for professional practice | How:  Exit Survey;  Internship Supervisor Survey  When:  Last Semester | 80% agreement on all items | **Exit Survey: The following were met**  Knowledge of professional functioning- 100% agree  Ethical and Legal Standards- 100% agree  Knowledge of social and cultural foundations- 96.4% agree  Application of cross-cultural competencies- 92.9% agree  Knowledge of human growth and development- 96.4% agree  Application of development specific techniques- 92.9% agree  Knowledge of helping relationships- 96.4% agree  Demonstration of basic helping skills-100% agree  Knowledge of group work- 100% agree  Facilitate groups- 96.4% agree  Knowledge of appraising groups- 85.7% agree  Application of quantitative and qualitative techniques- 89.3% agree  Knowledge of research and program eval- 89.3% agree  Ability to evaluate quantitative and qualitative research- 89.3% agree  Knowledge of foundations of professional practice- 85.7%  Knowledge and skills in program development- 89.3%  Knowledge and skills in consultation- 100%  Overall skills- 100%  Satisfaction with performance- 96.4%  Satisfaction with assistance received- 92.9%  Overall perception of professional preparedness- 96.4%  **Strengths of the program reported on 2017-2018 School and Clinical Counseling Exit Survey**  Students indicated they appreciated the small class sizes, relevance of classes and the quality of instruction received. They enjoyed positive relationships with faculty and GA positions. CACREP accreditation was emphasized.  **Challenges of the program reported on 2017-2018 School and Clinical Counseling Exit Survey**  Some students indicated that they desired more preparation for the National Counselor Examination. It was also indicated that students desired scholarship to be across both semesters. Another challenge reported were keeping students accountable and wanting more collegial relationships. Requests for hybrid classes were also reported.  **Internship Supervisor Survey:** Quality of Intern based on Program Preparation:  **Clinical Mental Health – (Adequately Prepared/ Well Prepared)**  Knowledge of professional functioning- 100% agree  Ethical and Legal Standards- 100% agree  Knowledge of social and cultural foundations- 100% agree  Application of cross-cultural competencies- 100% agree  Knowledge of human growth and development- 100% agree  Application of development specific techniques- 100% agree  Knowledge of career development skills- 100% agree  Application of career counseling model- 100% agree  Knowledge of helping relationships- 100% agree  Demonstration of basic helping skills-100% agree  Knowledge of group work- 100% agree  Facilitate groups- 100% agree  Knowledge of appraising groups- 100% agree  Application of quantitative and qualitative techniques- 100% agree  Knowledge of research and program evaluation- 100% agree  Ability to evaluate quantitative and qualitative research- 100% agree  Knowledge of foundations of professional practice- 100% agree  Knowledge and skills in program development- 100% agree  Knowledge of diagnostic and treatment skills- 100% agree  Overall knowledge and application- 100% agree  Overall skills- 100% agree  Satisfaction with performance- 100% agree  Satisfaction with assistance received- 100% agree  Overall evaluation of intern’s professional preparedness- 100% agree  **Strengths of the program reported on 2017-2018 School and Clinical Counseling Exit Survey**  Supervisors indicated that supervisees demonstrated preparedness and application of their education. Supervisors also indicate shared sites as being beneficial.  **Challenges of the program reported on 2017-2018 School and Clinical Counseling Exit Survey**  Supervisors indicated there was a lack of communication between them and supervisees. Also, timing of day and evening classes made it difficult for working with supervisees at sites.  **School Counseling (Adequately Prepared – Well Prepared)**  Knowledge of professional functioning- 100% agree  Ethical and Legal Standards- 100% agree  Knowledge of social and cultural foundations- 100% agree  Application of cross-cultural competencies- 100% agree  Knowledge of human growth and development- 100% agree  Application of development specific techniques- 100% agree  Knowledge of career development skills- 100% agree  Application of career counseling model- 100% agree  Knowledge of helping relationships- 100% agree  Demonstration of basic helping skills-100% agree  Knowledge of group work- 85.7% agree  Facilitate groups- 85.7% agree  Knowledge of appraising groups- 100% agree  Application of quantitative and qualitative techniques- 100% agree  Knowledge of research and program evaluation- 100% agree  Ability to evaluate quantitative and qualitative research- 100% agree  Knowledge of foundations of professional practice- 100% agree  Knowledge and skills in program development- 100% agree  Knowledge of diagnostic and treatment skills- 100% agree  Overall knowledge and application- 100% agree  Overall skills- 100% agree  Satisfaction with performance- 100% agree  Satisfaction with assistance received- 100% agree  Overall evaluation of intern’s professional preparedness- 85.7% agree  **Strengths of the program reported on 2017-2018 School and Clinical Counseling Exit Survey**  Supervisors indicated significant strengths in working with students, rapport building, and clinical skills. Also indicated were ability to run groups, family groups, and support systems.  **Challenges of the program reported on 2017-2018 School and Clinical Counseling Exit Survey**  Supervisors indicated weaknesses included the following: Supervisees - time-management, punctuality, organizational skills, dependability, and not gelling with the school. Supervisors – no site visit and lack of practical resources given to supervisees for running groups. |  |

**PART TWO**

Describe your program’s assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director’s comments on last year’s report or simply describe what assessment work was initiated, continued, or completed.

Since our last assessment the following changes have been made:

1. Change the name of the Department to “Counseling and Higher Education” (CHE)
2. Changed the mission statement for Counseling.
3. Modified the following course to reflect new CACREP standards: 5500, 5510, 5520, 5530, 5600, 5610, 5620, 5630, 5900, 5920, 5930, 5940, 5941, 5942, 5943, 5980, 6900, 6920.
4. Based on licensing exam data, course objective surveys, exit surveys and Internship Supervisor surveys, we are producing graduates who are well-prepared to enter the profession.
5. The Department of Counseling and Student Development is currently accredited through 2021 by the Council of Accreditation of Counseling and Related Programs (CACREP).

**PART THREE**

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

Changes and/or improvements in curriculum, instruction, and learning will be implemented as a result of discussing the data collected over the last year.

1. Assessment data was based on a program that is currently under revision. We recently revised most of the counseling courses to reflect new standards as set by the Council of Accreditation of Counseling and Related Programs (CACREP). We will begin surveying the new courses starting AY 18-19.
2. In addition the following data will be shared with faculty at the upcoming fall retreat:

* Objective 1: Based on the data, our admission process is working well. Using the admission rubrics and extensive interview process, we are able to select candidates that meet our objectives and ensure our learning community thrives. Both programs saw increased admission yields.
* Objective 2: Depth of Content was measured using GPA, Course Objectives Surveys, NCE/School Licensing Exams and Comprehensive Exams.

1. 3.0 GPA was maintained by students currently enrolled in the counseling program.
2. Data collected indicated most of the course objectives were perceived as met. Discussion will occur concerning Appraisal and Addictions where survey data fell below the 80% threshold. One hundred percent pass rate on the Comprehensive, NCE, and School Licensing Exam.

* Objective 3: We spend considerable time ensuring our students maintain a professional disposition throughout the program. The remedial process we have in place is working given that most of the students flagged with a warning were asked to enter our retention phase and two were put on a formal remedial plan;
* Objective 4: With few exceptions critical thinking objectives were met. We will discuss areas that fell below the 80% threshold at the upcoming Fall retreat.
* Objective 5: With few exceptions oral and written communication objectives were met. We will discuss areas that fell below the 80% threshold at the upcoming Fall retreat.
* Objective 6: Data for CSD 5500 was lost. Although positive course instructor evaluations were noted, new surveys will be conducted this fall.
* Objective 7: Exit surveys and Internship Supervisor Surveys indicated we met or exceeded our benchmark of 80% agreement on all items. Overall Exit survey results were positive.

Target areas to be discussed at the upcoming Fall retreat are as follows:

* Preparation efforts for the National Counselor Examination.
* Ward scholarships for 2nd year students
* Keeping students accountable.
* Improved Faculty collegiality
* More hybrid classes
* Improved Supervisee skills in the following areas: communication, dependability, time-management, punctuality, and organizational skills.
* Practical resources for running groups.